

MISSOURI STATE BOARD OF EDUCATION AGENDA ITEM:		October 2019	
REPORT ON EDUCATOR EVALUATION			
STATUTORY AUTHORITY:			
Sections 161.092, 161.380.22, and 168.128, RSMo		<input type="checkbox"/> Consent Item <input type="checkbox"/> Action Item <input checked="" type="checkbox"/> Report Item	
STRATEGIC PRIORITY Teachers and Leaders – Prepare, develop and support educators to ensure an effective teacher in every classroom and an effective leader in every school.			
SUMMARY Teacher performance in the state of Missouri is required to be evaluated using a comprehensive, performance-based evaluation process (Section 168.128, RSMo). This type of evaluation process is defined by the seven Essential Principles of Effective Evaluation (5 CSR 20-400.375). One hundred percent of Missouri’s school districts and charter schools annually provide data to the Department about the process they use to evaluate educators and its alignment to the Essential Principles of Effective Evaluation. This presentation will include five years of implementation data as well as aggregate data on the performance of Missouri teachers and principals. A description will also be provided on how this data is used as a part of public reporting under the Every Student Succeeds Act (ESSA).			
PRESENTER Paul Katnik, Assistant Commissioner, Office of Educator Quality, will assist in the presentation and discussion of this agenda item.			



Report on Educator Evaluation

October 2019

Missouri Department
of Elementary and Secondary Education

Why does this matter?

- An effective evaluation system helps teachers teach better
- Students learn more when teachers teach better
- Effective evaluation systems operate based on research (Seven Essential Principles of Effective Evaluation)



Seven Essential Principles

Principle 1: Research-Based Evaluation

Principle 2: Differentiated Rating Levels

Principle 3: Probationary Period

Principle 4: Student Academic Growth*

Principle 5: Meaningful Feedback

Principle 6: Evaluator Training

Principle 7: Use of Evaluation Results

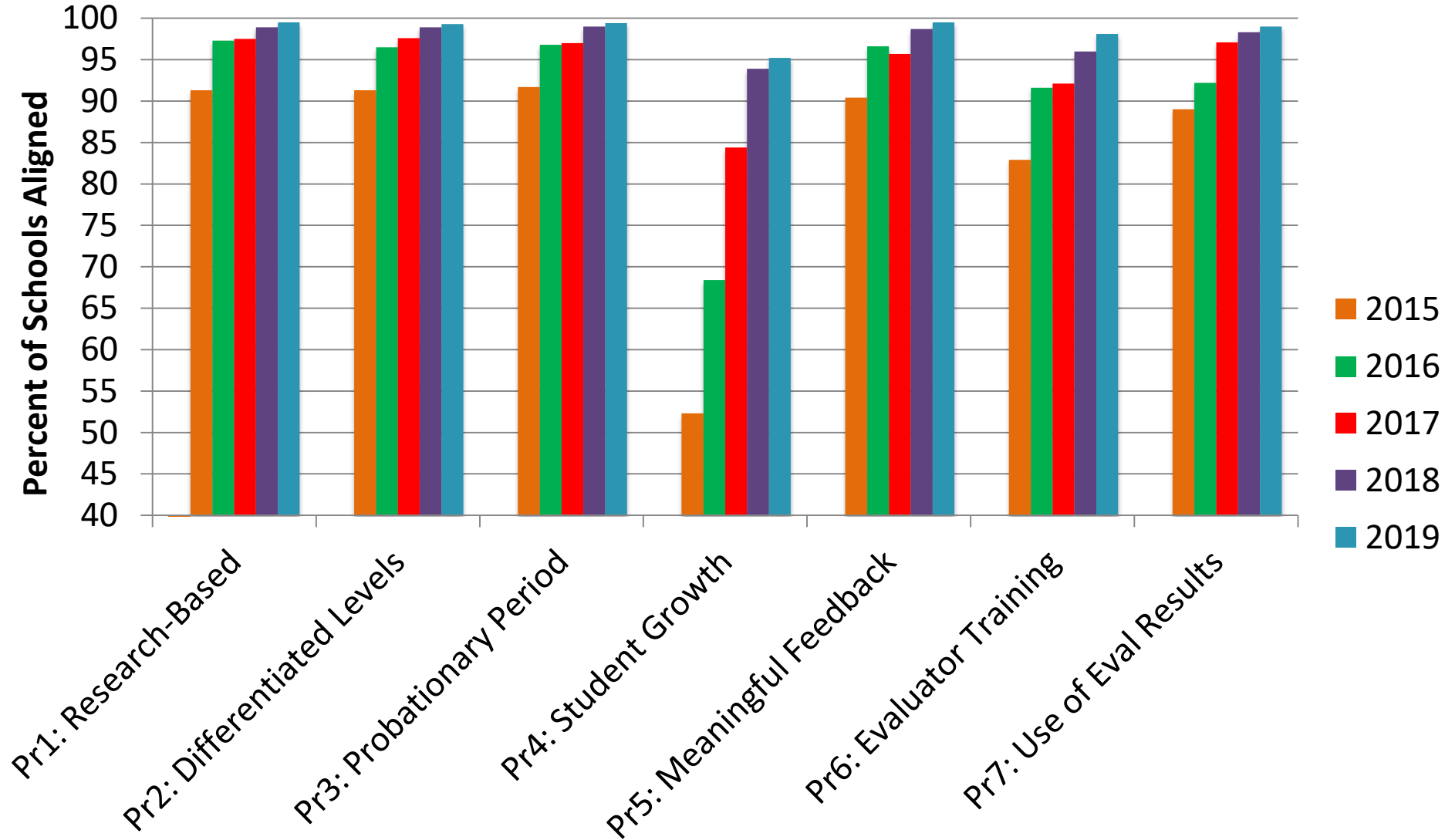
**Full alignment required spring 2017*



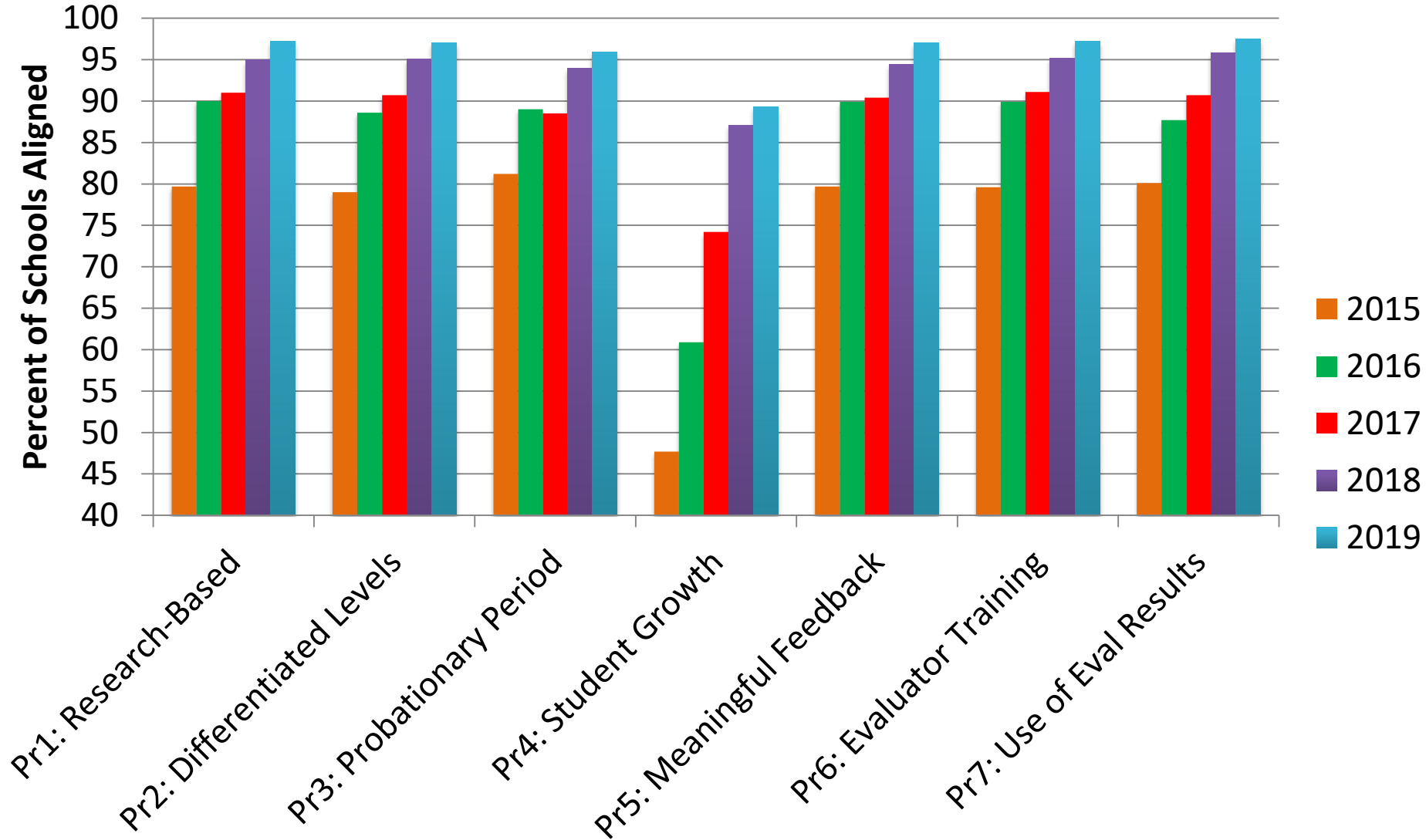
Evaluation Models in Use

Evaluation Model	% of Schools 2017	% of Schools 2018	% of Schools 2019	Change 2018 to 2019
MISSOURI MODEL EVALUATION	14.6	13.4	12.5	-0.9
REVISED MISSOURI MODEL	27.8	26.9	27.7	+0.8
NEE MODEL (MU)	34.5	37.3	37.8	+0.5
MARZANO MODEL	2.1	2.2	2.2	--
DANIELSON MODEL	3.1	3.5	3.3	-0.2
DISTRICT MODEL USING MO STANDARDS	11.2	11.5	11.3	-0.2
DISTRICT MODEL USING DISTRICT STANDARDS	5.2	4.4	4.6	+0.2
OTHER	1.4	0.8	0.5	-0.3
NO EVALUATION SYSTEM	0.1	0.0	0.0	--

Teacher Evaluation Alignment



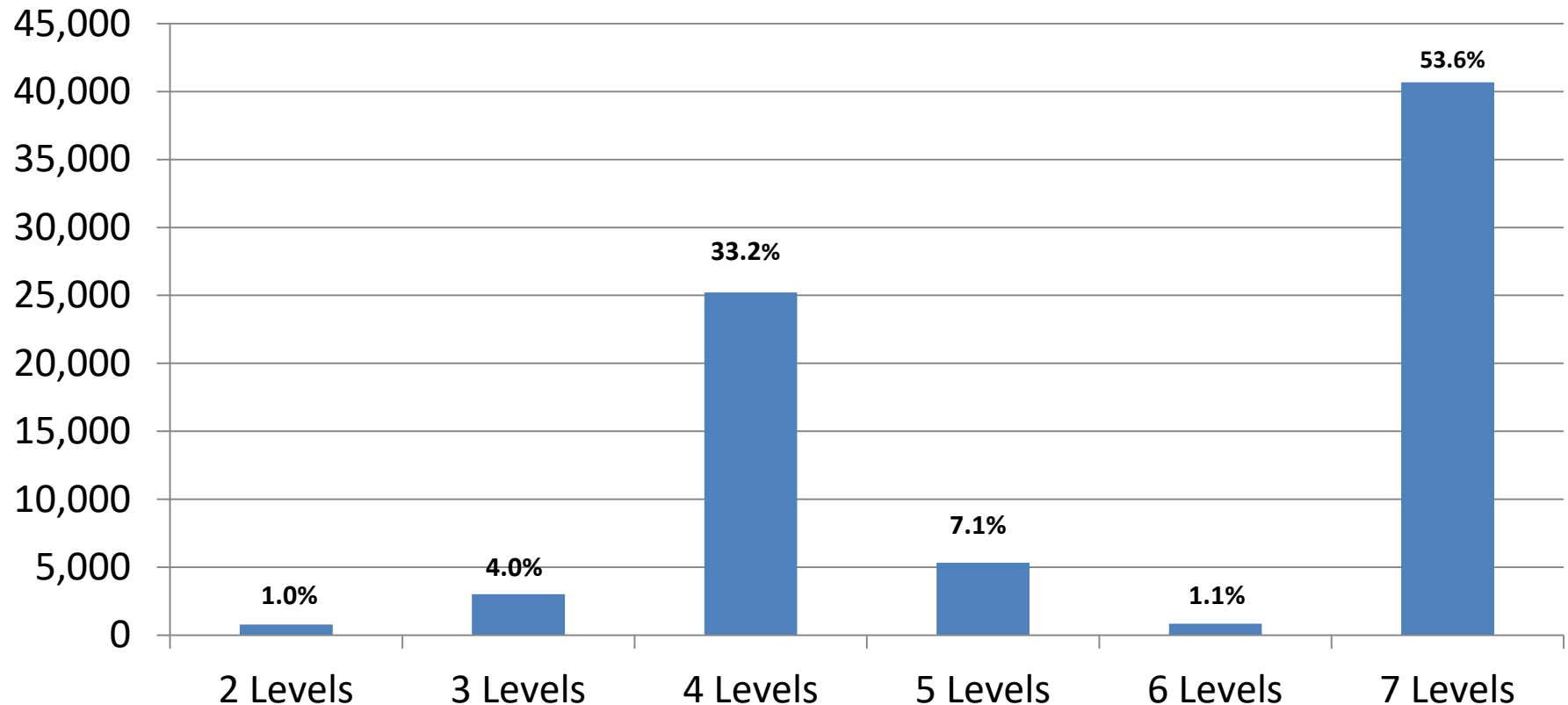
Principal Evaluation Alignment



Teacher Evaluation Performance Level⁸

2018-2019

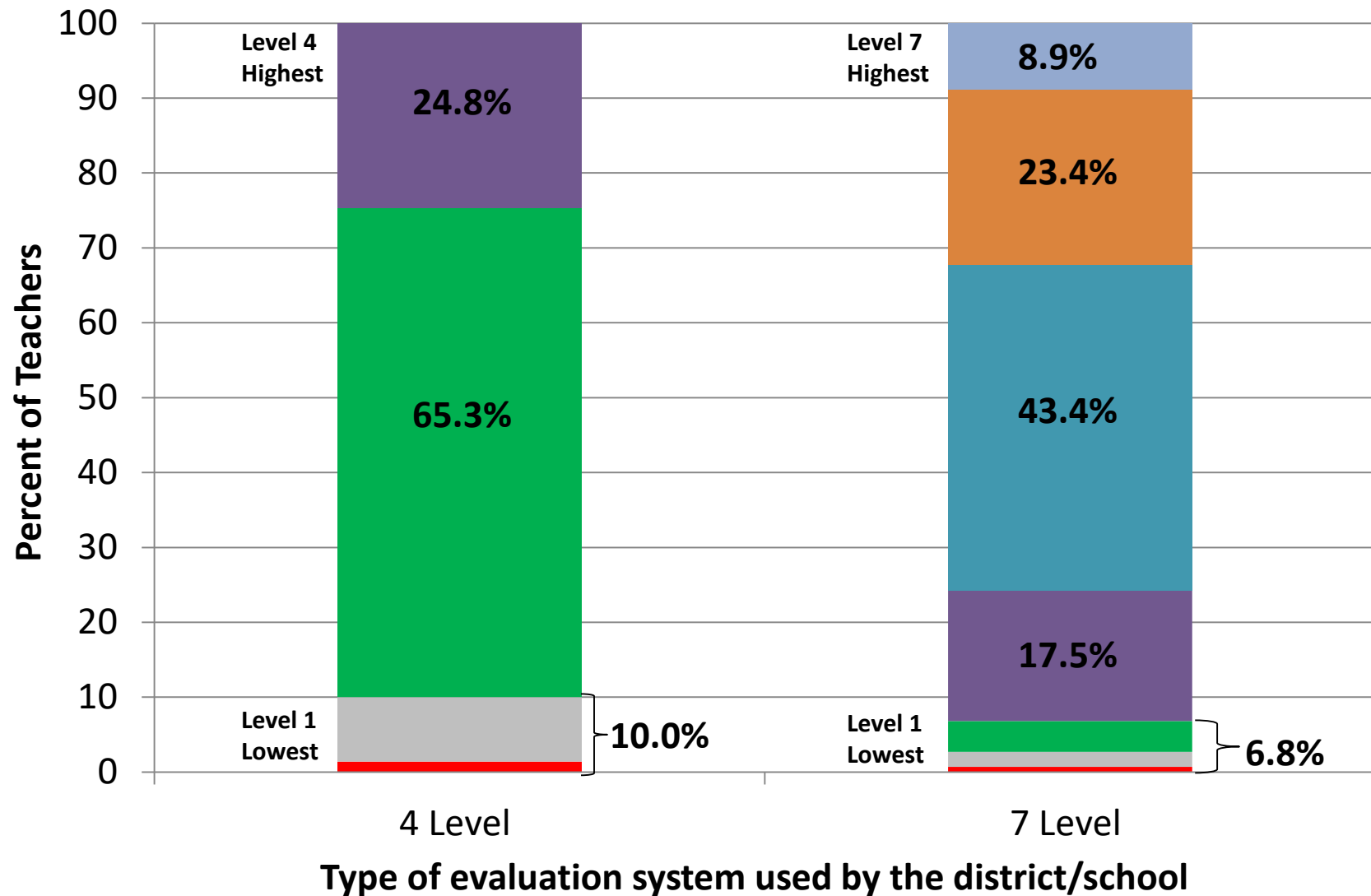
**Percent/Number of teachers evaluated
2 - 7 performance levels**



Teachers Ratings by Level

N = 33.2% (22,576 teachers)

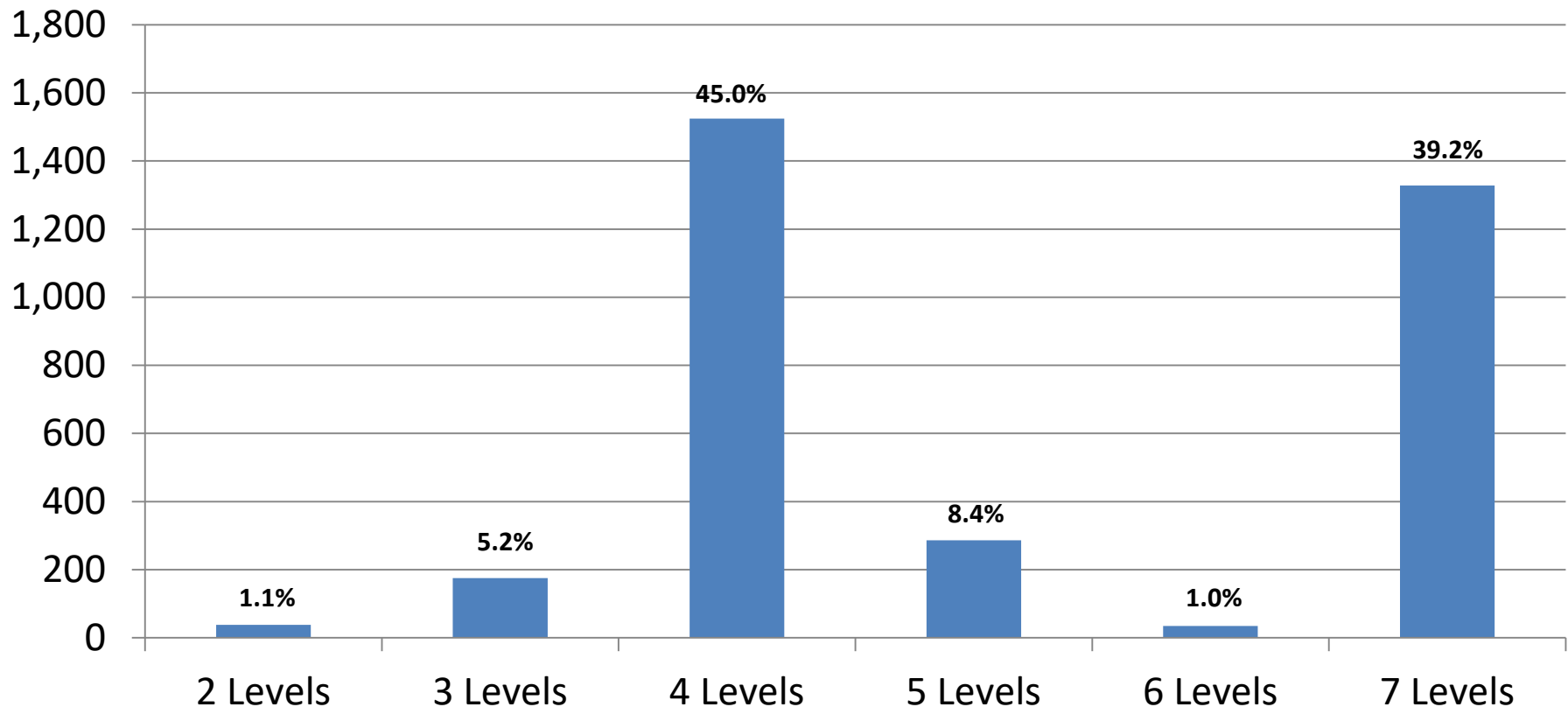
N = 53.6% (36,448 teachers)



Principal Evaluation Performance Levels

2018-2019

**Percent/Number of Principals evaluated
2 - 7 performance levels**

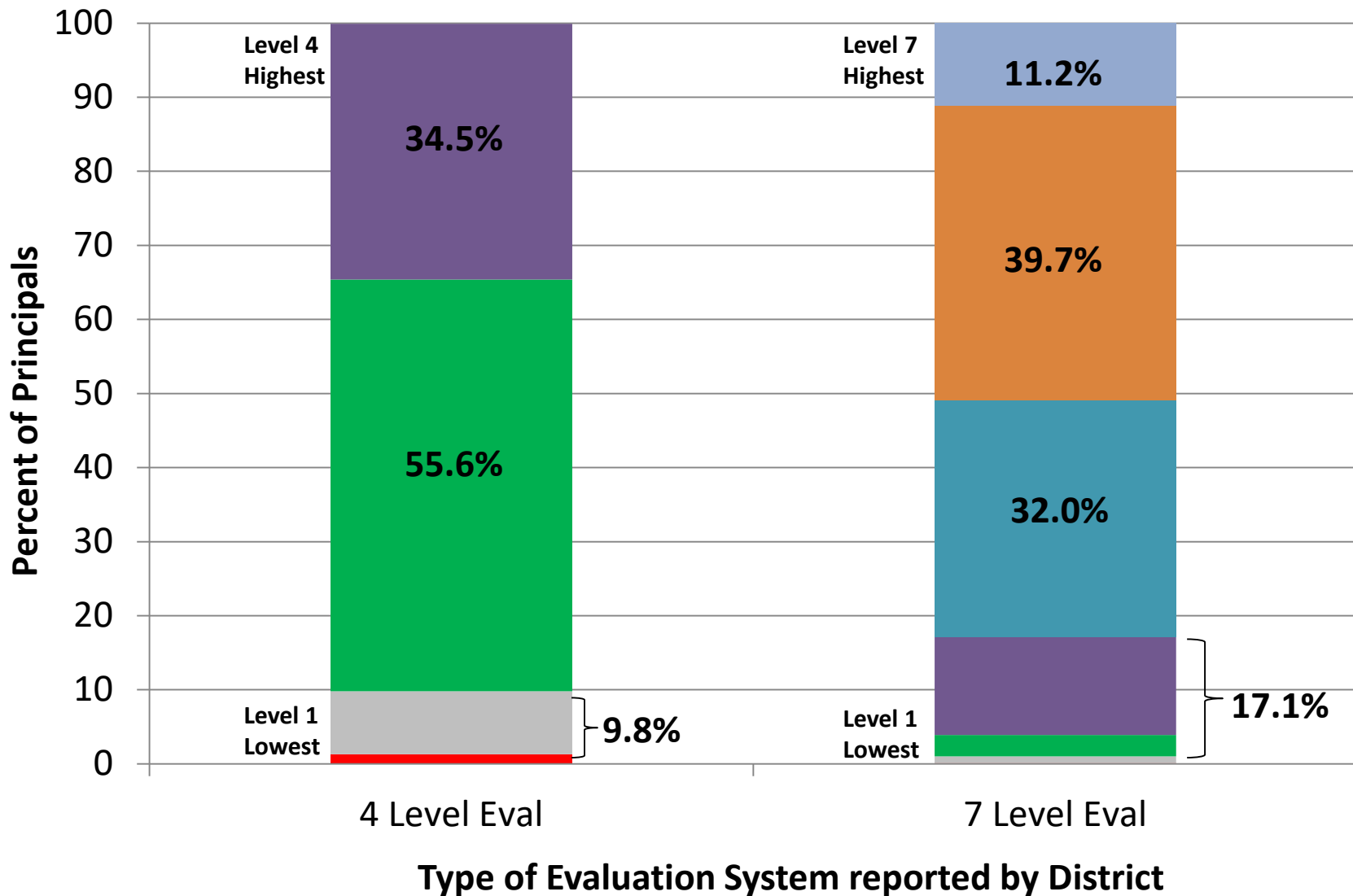


Principal Ratings by Level

11

N = 45.0% (1,575 principals)

N = 39.2% (1,372 principals)



What does this data mean?

- Nearly 90% of Missouri schools use the same teacher standards
 - Preparation for all teacher candidates
 - Support for all new teachers
 - Regular observations and meaningful feedback
- Over 95% of teachers are evaluated using student growth data
 - Learning of students impacts a teacher's evaluation
 - Improvements in teacher performance results in improvements in student learning
- Access to effective teachers is an equity issue
 - Qualified is not the only criteria for excellence
 - Disproportionate rates of access exist in our state

